**Grades 6-12 ELA Lesson Plan**

**Teacher:** Wright **Grade/Course:** 8th grade Language Arts **Date:** Day 1, 2/30

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| **Unit Title: Unit 1 Heroes and Villains**  **(Introducing a Hero)** | | **Corresponding Unit Task: two** |
| **Unit EQ(s):** | Why do authors use different media formats and text structures to present different information? | |
| **Essential Vocabulary** | archetype, theme, internal/external conflicts, hero | |
| **Materials/Resources** | Song lyrics to Mariah Carey’s “Hero”, Spring Board text, sticky notes | |
| **Activating Strategy/ Bell Ringer** | **Spring Board Activity**: Previewing the Unit Activity 1.1 (pg. 5).  Option: Questions 1 & 2 or all questions, can be discussed or completed individually | |
| **Balanced Literacy Components Addressed:**  xReading  xWriting  xWord Study  xSpeaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards: RL 8.9, SL 8.2**  **I Can Statements**: I can identify the hero and his/her traits in a myth.  **Instructional Plan: (view differentiation for modifications)**   1. Students will complete the activity on Page 5 in Spring Board on notebook paper (Previewing the Unit). 2. Once the first activity is completed, the teacher will lead a discussion about the questions from activity 1.1, previewing the unit. Students will share synonyms for the word “hero” during the discussion teacher will create a word splash/list on the board. 3. Students will receive the lyrics to “Mariah Carey’s song, “Hero” and will be told to read the lyrics prior to hearing the song. 4. The teacher will play the song. Independently, students will be responsible for discovering a theme represented in the song. 5. Once the song is finished, students will record heroic characteristics that they can identify within themselves and then compare their heroic characteristics to one of their favorite fictional heroes (Superman, Batman, Storm etc.).  * Note: This exercise is a motivational piece and it helps students to make connections between the heroic characters that will be introduced throughout the lesson.  1. After the discussion about heroes, the teacher will model annotating skills with Book IX: 152-192 and then students will read and annotate Book IX 152-479 from The Odyssey independently. Students will use sticky notes for this process. 2. After completion, we will review notes from The Odyssey as a whole group. 3. After review, they will be required to use their notes to individually complete the activity on page 39. | |
| **Closing/Summarizing Strategy** | Volunteers or students chosen at random will be asked to share three things that they learned in reference to heroism | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| -Students will have access to notes for writing assignments.  -Students will read and compare the story of “David and Goliath” to the text.  [http://www.biblegateway.com](http://www.biblegateway.com/passage/?search=1+Samuel+17&version=NIV) | -Students will have access to notes and the text for writing assignment.  -Students can work in a small group with inclusion teacher to read the text  -Students will have additional assistance while annotating the text  -Challenging vocabulary will be identified through the use of context clues | -Challenging vocabulary will be identified through the use of context clues  -Students can work in a small group with inclusion teacher to read the text  -Students will have additional assistance while annotating the text |
| **Assessment(s)** | “After Reading” pg.39 in Spring Board | | |
| **Reflection** |  | | |